

Inspection date

Previous inspection date

12/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children show that they feel highly secure and happy when playing with the childminder, and demonstrate a strong sense of emotional well-being to enable their learning and development.
- The childminder understands the children's individual learning needs well. This results in children receiving good support to help them make effective progress overall.
- The childminder demonstrates a secure understanding of safeguarding and welfare requirements and child protection issues to ensure children are safe and healthy in her care.

It is not yet outstanding because

- The childminder does not always take all possible opportunities to fully involve parents in all aspects of their children's learning.
- Children's understanding of text is hindered at times as the childminder's use of labelling does not always reflect appropriate letter and word formation.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and interaction between the childminder and children during play in the living room.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including children's learning journals.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder registered in 2014. She lives with two adult children in the Finsbury area, in the London Borough of Islington, close to public transport, schools and parks. The family live on the fifth floor in a block of flats, with access to lifts. The childminder uses the whole of the flat, apart from the second bedroom, for childminding purposes. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There is one child in the early years age range on roll.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further ways of encouraging parents' involvement in their child's learning, such as by sharing children's experiences at home, to support their individual progress towards the early learning goals fully effectively
- extend children's understanding of literacy further, for example, by ensuring that labelling in the learning environment is written in the appropriate format to effectively promote children's early reading skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy in this bright and interesting environment, where they engage in fun and stimulating activities. The childminder demonstrates a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage, and her role in supporting children's learning. She has developed effective observation and assessment systems to monitor children's achievements, using guidance documents to successfully track their developmental pathway. The childminder clearly identifies children's next steps in learning, which informs her future plans for activities. Consequently, she is able to support children to make good progress in their learning and development overall.

Children are encouraged to satisfy their natural curiosity by investigating the resources available. They show pleasure as they explore and discover the range of different toys and learning tools available. For example, children became engrossed with role play as they pretended to make cups of tea and then offered these to the childminder and the inspector. They also use their imaginations as they dressed up and walked about wearing the childminder's flip flops.

Children enjoy the interaction they share with the childminder. She engages with them in their play, spending time on their level, encouraging their thinking and communication skills through regular conversation and appropriate questioning. For example, she talked with the children about the different contents of the treasure basket as they explored the different textured materials. There are opportunities for children to make marks as they use crayons and pencils to create colourful designs. This helps to promote their early writing skills.

The childminder has recently started labelling to encourage children to become familiar with text. However, most of the labels are provided in upper case lettering. This does not provide children with an appropriate understanding of the way words are written to effectively aid their growing understanding of early literacy. Nonetheless, children show an interest in books as they cosy up to the childminder to enjoy their favourite story. They participate as they turn the pages and point to different objects, for example, animals and fruits. The childminder further extends children's learning as she encourages children to talk about what they see, which she relates to the resources. For example, as the children looked at the book with her, she asked them if they could see the ball and if they could find the ball in her setting. The children responded with excitement as they eagerly jumped off her lap to find the ball and proudly showed it to the childminder.

Children enjoy regular opportunities to engage in physical activities indoors and outside. For example, the childminder builds on children's love of music as they sing familiar nursery rhymes and actively join in with action songs. This also promotes children's communication and language development. Young children's early problem solving skills are evolving; for example, as the childminder supports children in matching the coloured mini bears to the colour charts. The childminder further enhances their mathematical learning as she encourages children to count the spots on the chart.

The contribution of the early years provision to the well-being of children

The childminder offers a flexible service and children quickly build secure attachments and trusting relationships with her. This helps to promote their personal social and emotional development effectively. For example, children turn to the childminder for reassurance and comfort, snuggling in when they are unsure or tired. The childminder quickly recognises their individual needs and meets these appropriately. As a result, children settle quickly and they are happy, becoming enthusiastic learners.

The childminder establishes positive and consistent expectations for children's behaviour, making effective use of praise and explanation. She has a very caring approach and has a positive attitude towards treating children and their families as individuals. The childminder actively promotes inclusion, ensuring that all children and their families feel welcome. This supports children in feeling confident and helps prepare them for changes in their lives, such as starting pre-school or school.

Children are content and settled in the childminder's home. They are involved in a wide range of indoor and outdoor activities in the home and local community. Children show a

sense of belonging as they move confidently around the home and choose from the variety of toys and play materials available. The home is welcoming and child centred, with educational posters on display to promote their learning of colours, numbers and letters. The childminder provides a range of activities and to enable children to learn about festivals and other cultures, such as Black History month. This helps children develop their understanding of the world and learn about difference.

The childminder is vigilant and encourages children to keep themselves safe. For instance, she gently reminded children not to climb on the chair in case they fell. Consequently, children start to take responsibility for their safety and identify possible hazards. The childminder effectively supports children's well-being and they are learning to keep themselves healthy. She regularly offers children drinks, which they can freely access independently. The childminder provides children with healthy snacks, such as fruit, and parents supply children's meals. This helps to ensure children have sufficient energy for play and exercise. The childminder carefully plans the educational programme to ensure children are kept active. As a result, they are developing a positive attitude towards a healthy lifestyle.

The effectiveness of the leadership and management of the early years provision

The childminder is fully committed to offering a high level of care to children and families. She offers a home-from-home environment where children's care, learning and development needs are supported well. She works with advisors from the local authority to develop her practice and attends professional training courses. As a result, she is able to support children effectively to make good progress towards the early learning goals.

The childminder clearly understands her role and responsibilities in keeping children safe and is fully aware of the correct procedures to follow should she have a concern about their welfare. She has created a sound range of policies and procedures which she shares with parents. This helps to support her practice and promote children's safety and well-being in the setting. The childminder monitors areas of her setting that children have access to appropriately. She assesses risks to children to ensure she is able to take appropriate action to minimise any identified hazards, ensuring that they remain safe in her care.

Partnerships with the childminder and parents are positive. She shares information with them on a daily basis about what their children have been doing and any achievements. However, systems to encourage parents to share their children's learning from home are not yet fully effective to complement the childminder's activities and her planning for their ongoing development. Parents are able to express their views through, 'parents' reviews' and comment that their child has never been happier, stating that they have grown in confidence since being in the care of the childminder.

The childminder regularly reflects on her practice and has accurately identified her strengths and areas of development. This demonstrates she has a good capacity to

maintain continuous improvement to her childcare service.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY477592
Local authority	Islington
Inspection number	972346
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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